DOCUMENT RESUME

ED 465 954 CS 511 107

TITLE	Language Arts Curriculum Framework: Sample Grade Level Benchmarks, Grades 5-8.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	1998-00-00
NOTE	44p.
AVAILABLE FROM	For full text: http://arkedu.state.ar.us/curriculum/benchmarks.html.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Communication Skills; *Curriculum Development; Intermediate Grades; Junior High Schools; *Language Arts; *Listening Comprehension; Reading Improvement; *Reading Strategies; Speech Skills; State Standards; Writing Improvement; *Writing Strategies
IDENTIFIERS	*Arkansas

ABSTRACT

Based on the 1998 Arkansas English Language Arts Frameworks, this framework lists benchmarks for grades five through eight in writing; reading; and listening, speaking, and viewing. The writing section's stated standards are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading standards are focused to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing standards focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 954

http://arkedu.state.ar.us/pdf/5-8langbenchmarks.pdf

The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Grade Level Benchmarks Grades 5-8

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 107

BEST COPY AVAILABLE

Sample Grade Level Benchmarks

Grades 5-8

English Language Arts

Users of this document are referred to the
"Introduction to the Revised Language Arts and Mathematics Frameworks (K-12)"

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Language Arts and Mathematics for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain *suggestions* for classroom assessments (and cite the options listed in the framework) and *suggestions* for strategies/activities.

The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.

Benchmarks and Model Curriculum are based on the
1998 Arkansas English Language Arts Curriculum Frameworks

Arkansas Department of Education 1999

STRAND 1: WRITING
CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
W.1.1. **Write in class for uninterrupted periods of time about experiences, thoughts and attitudes of self and others.** **W.1.2.** **Write in a variety of forms such as personal narrative dialogue, persuasive essays, messages and letters, poetry, advertisements.** **W.1.3.** **Write to reflect personal, multicultural and universal ideas.**	Students will write with and without prompts in personal journals or specified formats for specific periods of time on a regular basis.	Students will write with and without prompts in personal journals or specified formats for specific periods of time on a regular basis. Students will write with increased independence based on real-world and classroom experiences and instruction.	Students will write in journals, logs, and other devices on a daily basis in response to prompts, reading, and discussion in all disciplines. Students will write papers in all disciplines as appropriate in the forms of narration, exposition, description, persuasion, including essays, letters, poetry, and other genres based upon classroom instruction, personal experience and preference, and interdisciplinary learning In all disciplines, students will write daily to reflect personal ideas on multicultural and universal themes and concepts.	In all disciplines, students will write daily in both formal and informal style in journals, logs, and other formats. Students will develop multiple works in progress and polished papers in narration, persuasion, exposition, and description including essays, letters, poetry, and other genres in all disciplines. Students will write on topics from personal experience as well as topics generated in class. Students will write in all disciplines to express awareness of multicultural and universal issues.

STRAND 1: WRITING
CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
W.1.4. Analyze thinking through the writing of explanations, directions, outlines and story maps.	Students will demonstrate understanding of sequencing and structure by writing about the components of what they have learned, explaining content and/or process, constructing simple outlines, and categorizing story elements.	Students will analyze in writing the components of what they have learned, by explaining content and/or process, by constructing simple outlines, and by categorizing story elements.	Because practice in writing is practice in thinking, students will employ higher order thinking skills in writing such as clustering, webbing, outlining, focused freewriting, mapping, and plot diagrams.	Students will employ higher order thinking skills in writing by responding to content area literature using clustering, webbing, outlining, focused freewriting, mapping, and plot diagrams.
W.1.5. Collect, organize, and present data from wide variety of informational and technological resources, e.g., CD-ROM and interviews.	Students will access information for the purpose of writing from available technological and human resources. Students will use technology to advance the writing process.	Students will use available technological and human resources to collect and organize information for writing. Students will use technology to advance the writing process.	As a basis for writing, students will research information by personal interviews and traditional and technological references such as Internet, CD-ROM, etc. Students will use technology to prepare and present final products.	As a basis for writing and learning in all disciplines, students will research, organize, and present data from personal interviews and traditional and technological references such as Internet, CD-ROM, etc. for personal and academic growth.
W.1.6. Maintain and evaluate a collection of writing samples.	Students will maintain a collection of writing samples selected to demonstrate specific skills, competencies and learning.	Students will select writing samples evaluated by using tools such as a writer's checklist or rubric.	Students will develop a writing portfolio to include samples of description, exposition, narration, persuasion, personal reflections on writing, and writing from other disciplines. Evaluation to be determined by district standards.	Students will develop a writing portfolio that includes description, exposition, narration, persuasion, writing from other disciplines, and personal reflections on application of the writing process. This portfolio should exhibit growth in ACTAAP writing domains: content, style, sentence formation, usage, and mechanics.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
W.1.7. **Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.** **W.1.8.** **Develop a first draft that focuses on a central idea.** **W.1.9.** **Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice and sentence effectiveness.** **W.1.10.** **Edit using resources to correct spelling, punctuation, grammar and usage.** **W.1.11.**	**The writing process encompasses Student Learning Expectations W.1.7 through W.1.11. and Content Standard 2.** Students will choose and apply appropriate pre-writing strategies for a variety of writing purposes across the curriculum. Students will create a first draft focusing on developing a central focus: topic sentences, elaboration though details and explanation, lack of digression, and logical organization. Students will revise writing using various tools/methods such as collaboration, a revision checklist or scoring guide. Students will use a dictionary, thesaurus, collaboration, or other appropriate resources to edit for accuracy in spelling, punctuation, grammar and usage. Students will complete a final draft and publish appropriately (newsletter, bulletin board, website, classbook, portfolio, etc.).	**The writing process encompasses Student Learning Expectations W.1.7 through W.1.11. and Content Standard 2.** Students will choose and apply appropriate pre-writing strategies for a variety of writing purposes across the curriculum. Students will create a first draft focusing on developing a central focus: topic sentences, elaboration though details and explanation, lack of digression, and logical organization. Students will revise writing using various tools/methods such as collaboration, a revision checklist or scoring guide. Students will use a dictionary, thesaurus, collaboration, or other appropriate resources to edit for accuracy in spelling, punctuation, grammar and usage. Students will complete a final draft and publish appropriately (newsletter, bulletin board, website, classbook, portfolio, etc.).	In the prewriting stage of writing, to generate and organize ideas for writing, students will use methods that may include focused freewriting, clustering, brainstorming, learning logs, journals, lab notebooks, mapping, webbing, and art activities. Using material generated in the prewriting stage, students will develop a first draft in which each paragraph has a topic sentence, supporting details, and closing sentence as cited in ACTAAP Domains. In peer groups or with teacher, students will revise writing in Content and Style as cited in ACTAAP domains working toward proficient or advanced level. Students will edit writing to a developmentally appropriate level in pairs, in groups, or by self to correct sentence formation, usage, and mechanics as cited in ACTAAP Domains. Using available technology, students will produce a final product to be shared or published working toward proficient or advanced level.	In the prewriting stage of writing, to generate and organize ideas for writing, students will use methods that may include focused and unfocused freewriting, clustering, brainstorming, learning logs, journals, lab notebooks, mapping, webbing, and art activities. Using material generated in the prewriting phase, students will develop a first draft for a longer, detailed paper which concentrates on central idea, elaboration, unity, and organization. (See ACTAAP domains) Students will revise writing in pairs, in peer revision groups, and one-on-one teacher conferences guided by the criteria of ACTAAP domains Content and Style. Students will edit writing to a developmentally appropriate level in pairs, in groups, or by self to correct sentence formation, usage, and mechanics as cited in ACTAAP domains. Using available technology, students will produce a final product to be shared or published that exhibits proficient or advanced level of ACTAAP domains.

5-8 English Language Arts Benchmarks

CONTENT STANDARD 2: Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
W.2.1. **Use developmentally appropriate spelling, usage and mechanics in writing.** **W.2.2.** **Use reference materials, such as thesaurus and dictionary.** **W.2.3.** **Use computer tools, such as thesaurus, dictionary, spell check.** **W.2.4.** **Expand content-specific and personal vocabularies in writing.** **W.2.5.** **Evaluate style in relation to purpose and audience.**	Students will write with developmentally appropriate mechanics (capitalization, punctuation, formatting, and spelling). Students will use manual and technological reference materials such as dictionaries and computer Spell Check and Grammar Check. Students will demonstrate in writing developmentally appropriate usage of inflections, agreement, word meaning and conventions of English. Students will write complete sentences in a variety of patterns (simple, compound, complex, etc.). Students will write with developmentally appropriate elements of style (selected vocabulary and information, sentence variety and appropriate tone/voice).	Students will write with developmentally appropriate mechanics (capitalization, punctuation, formatting, and spelling). Students will use manual and technological reference materials such as dictionaries and computer Spell Check and Grammar Check. Students will write with developmentally appropriate usage of inflections, agreement, word meaning and conventions of English. Students will write complete sentences in a variety of patterns (simple, compound, complex, etc.). Students will apply in writing developmentally appropriate elements of style (selected vocabulary and information, sentence variety and appropriate tone/voice).	In the editing stage, students will edit papers for developmentally appropriate conventions in Usage and Mechanics as cited in ACTAAP Domains. Students will continue to use traditional references such as a thesaurus, dictionary, style manual, and handbook. Students will complete a developmentally appropriate writing that reflects use of computer editing tools. Students will edit and revise for developmentally appropriate level of Usage: Inflections, Agreement, Word Meanings, and Conventions as cited in ACTAAP domains. Students will write to different audiences in an appropriate Style and Sentence Formation as cited in ACTAAP domains.	In the editing stage, students will edit papers for proficient or advanced application of conventions in Usage and Mechanics as cited in ACTAAP domains. To exhibit proficient or advanced writing, students will use traditional references such as a thesaurus, dictionary, style manual, and handbook. The final product will reflect use of computer tools to produce proficient or advanced writing. In the editing and revising stages, students will edit for a proficient and advanced level of Usage: Inflections, Agreement , Word Meanings, and Conventions as cited in ACTAAP domains. Students will write to different audiences in proficient or advanced Style and Sentence Formation as cited in ACTAAP domains.

5-8 English Language Arts Benchmarks

CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.1. **Read individually and in groups.**	Students will have daily opportunities to read self-selected and teacher-selected material individually and/or in cooperative groups or whole class.	Students will have daily opportunities for individual reading and frequent opportunities for group/whole class reading.	Students will use reading to obtain information in classes across the curriculum. Students will read for enjoyment and to share what is read with classmates.	Students will use reading to obtain information in classes across the curriculum. Students read for enjoyment and share what is read with classmates.
R.1.2. **Analyze related and implied main ideas and supportive details.**	Students will determine a text's main ideas and how those ideas are supported with details.	Students will use increasingly complex texts to determine main ideas and supporting details.	Students will determine themes of a variety of literature and identify details which support the themes.	Students will determine the themes of a variety of literature and identify details which support the themes.
R.1.3. **Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.**	Students will use a variety of appropriate graphic organizers such as Venn diagrams, story maps, clusters, etc. to analyze text.	Students will determine appropriate type of graphic organizer for use in text analysis. Students will identify patterns of text organization to aid in comprehension.	Students will use the appropriate graphic organizer as a basis for class discussion and/or written response to literature. Students will paraphrase and summarize selections of literature. Students will compare, make inferences, and draw conclusions.	Students will use organization skills to analyze texts. Students will paraphrase summarize, compare, make inferences, draw conclusions, and respond to selections of literature. Students will critique, defend, and judge selections of literature.

5-8 English Language Arts Benchmarks

STRAND 2: READING
CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.4. **Analyze literature for purpose, ideas and style of author.**	Students will identify the purposes of different types of literature such as to inform, to influence or persuade, or to express or entertain. Students will analyze literature by identifying such elements as the author's tone, voice, vocabulary, point of view, etc.	Students will identify the purposes of different types of literature of increasing complexity. Students will use the awareness of an author's style and purpose as models for their own writing.	Students will identify genres of literature and determine the purposes of various genre. Student will analyze author's tone, voice and style as aids in determining the ideas the author is presenting.	Students will identify genres of literature and determine the purposes of various genres. Student will analyze author's tone, voice, and style as aids in determining the ideas the author is presenting.
R.1.5. **Read to discern validity of written material, such as propaganda and bias.**	Students will analyze written material for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion. Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with examples drawn from text and their own experiences.	Students will analyze written material from a variety of independent and/or assigned sources for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc. Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with examples drawn from text and their own experiences.	Students will analyze written material from all areas of the curriculum for purpose, audience, accuracy, and impact.	Students will analyze written materials from all areas of the curriculum and the Internet for purpose, accuracy, and impact.

STRAND 2: READING
CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own

5-8 English Language Arts Benchmarks

cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.6. **Read and follow directions.**	Students will demonstrate comprehension of written instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to follow directions for specific learning/activities.	With increased complexity, students will demonstrate comprehension of written instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to follow directions for specific learning/activities.	Students will read and follow directions with increased complexity. Students will extend application of analysis and logic to follow directions for specific learning/activities.	Student will read and follow directions with increased complexity. Students will extend application of analysis and logic to follow directions for specific learning/activities.
R.1.7. **Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.**	Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text. Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text.	Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text. Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text. Students will use knowledge of structure, context, and graphophonic cues to decode and comprehend content specific vocabulary.	Students will use context clues to determine the correct definition of words with multiple meanings. Students will use knowledge of connotations and denotations to comprehend texts. Students will integrate context clues and knowledge of word and sentence structure to comprehend texts. Students will use syntax to aid in comprehending sentences. Students will use their knowledge of the syntactic system as they read in order to decode unknown vocabulary.	Students will be able to use context clues to determine the correct definition of words with multiple meanings. Students will use knowledge of connotations and denotations to comprehend texts. Students will integrate context clues and knowledge of work and sentence structure to comprehend texts. Students will use syntax to aid in comprehending sentences. Students will use their knowledge of the syntactic system as they read in order to decode unknown vocabulary.

STRAND 2: READING
CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own

cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.8. Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.	Students will evaluate new information by testing it against known information and ideas. Students will discuss different perspectives and interpretations of the same text. Students will be able to discuss or respond in writing to literal and inferential information based on prior knowledge.	Students will evaluate new information by testing it against known information and ideas in pleasure and functional reading. Students will discuss and/or write about different perspectives and interpretations of the same text. Students will be able to discuss or respond in writing to literal and inferential information based on prior knowledge.	Students will evaluate new information by testing it against known information and ideas in literature and functional reading across the curriculum. Students will make inferences and interpretations based on prior knowledge about new information.	Students will evaluate new information by testing by testing it against known information and ideas in various forms of literature and functional reading across the curriculum. Students will be able to make inferences and interpretations based on prior knowledge about new information.
R.1.9. Analyze features and organization of the text, e.g., bold type, glossary.	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information.	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information.	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions basic parts of the text, bold and italic typefaces, sidebars, footnotes, etc.) to study and sort information.	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions basic parts of the text, bold and italic typefaces, sidebars, foo notes, etc. to study and sort information.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.10. Compare literary elements, e.g., setting, character traits.	Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures. Students will develop skills of comparison and contrast by choosing and using graphic organizers.	Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures. Students will improve skills of comparison and contrast by independently choosing and using graphic organizers or other techniques of analysis.	Students will identify the similarities and differences in literary elements of a variety of genres from a variety of cultures. Students will improve skills of comparison and contrast by comparing literary elements within a work and between works.	Students will identify the similarities and differences in literary elements of variety of genres from a variety of cultures. Students will improve skills of comparison and contrast by comparing literary elements within a work and between works.
R.1.11. Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.	Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities, students will compare differences and similarities of life experiences, language, history and customs of people. Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures. Students will explore how the modern world is/has been influenced by the literature and events of the past.	Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities, students will compare differences and similarities of life experiences, language, history and customs of people. Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures. Students will explore how the modern world is/has been influenced by the literature and events of the past.	Reading from a variety of genres, historical periods, and ethnicities, students will compare differences and similarities of life experiences, languages, and customs. Students will use literal and implied information to understand the lives and history of people from other periods and cultures. Students will comprehend figurative language (e.g., metaphor, simile, allusion, personification, imagery, idioms, symbolism, etc.).	Reading from a variety of genres, historical periods, and ethnicities, students will compare differences and similarities of life experiences, language, and customs. Students will use literal and implied information to understand the lives and history of people from other periods and cultures. Students will comprehend figurative language (e.g., metaphor, simile, allusion, personification, imagery, idioms, symbolism, etc.).

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.12. Establish purpose for reading.	Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc. Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will demonstrate an awareness of the need to read for various non-academic reasons such as to acquire instructions, make menu choices, find a location, etc. Students will use reading to direct writing and speaking. Students will use printed material as a model for their writing.	Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc. Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will demonstrate an awareness of the need to read for various non-academic reasons such as to acquire instructions, make menu choices, find a location, etc. Students will use reading to direct writing and speaking. Students will use printed material as a model for their writing.	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.13. Demonstrate proficiency in oral reading, e.g., shared reading activities.	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.) Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.) Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, plays, etc.) Students will read orally with fluency (accuracy expression, appropriate phrasing and attention to punctuation.)	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, plays, etc.) Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).
R.1.14. Expand content-specific and personal vocabularies in reading.	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming dictionary, synonym dictionary and software.	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming dictionary, synonym dictionary and software. Students will recognize specific language forms such as dialect, colloquialisms, slang and jargon, their origins and meanings, and their effect on spoken and written language.	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming, dictionary, synonym dictionary and software.	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming, dictionary, synonym dictionary and software.

5-8 English Language Arts Benchmarks

CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.1.15. Employ comprehension strategies, such as prediction, skimming and sequencing.	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, sequence, etc.	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc. Students will select and adjust strategies appropriate to the purposes for reading and the type of text.	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc. Students will select and adjust strategies appropriate to the purposes for reading and the type of text.	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc. Students will select and adjust strategies appropriate to the purposes for reading and the type of text.
R.1.16. Evaluate and react critically to what has been read.	Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with examples drawn from text and their own experiences.	Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with information drawn from text and their own experiences.	Students will evaluate selections from literature according to the author's style, characterization, plot, themes, and tone. Students will support conclusions with examples drawn from the text.	Students will evaluate selections from literature according to the author's style, characterization, plot, themes, and tone. Students will support conclusions with examples drawn from the text.

5-8 English Language Arts Benchmarks

STRAND 2: READING
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.2.1. **Read a variety of materials for a variety of purposes.**	Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc. Students will use reading to direct writing and speaking. Students will use printed material as a model for their writing.	Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc. Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will demonstrate an awareness of the need to read for various non-academic reasons such as to acquire instructions, make menu choices, find a location, etc. Students will use reading to direct writing and speaking. Students will use printed material as a model for their writing.	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.	Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will make reading selections for specific purposes such as entertainment or informational reading.
R.2.2. **Self-select reading materials from libraries and other sources.** **R.2.3.** **Choose reading to satisfy, extend and expand personal interests.**	Students will select reading materials that interest them and are at their independent reading level.	Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level.	Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level. Students will read for personal enjoyment and interests.	Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level. Students will read for personal enjoyment and interests.

5-8 English Language Arts Benchmarks

CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
R.2.4. **Choose reading as an information-gathering tool to develop informed opinions and make decisions.** **R.2.5.** **Read to research an idea using various technical resources.** **R.2.6.** **Use library and reference skills.**	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will use available technology to conduct research on an assigned or self-selected topic. Students will interpret information presented in graphs, tables, maps, diagrams. Students will use the card catalogue and available technological search engines.	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will use available technology to conduct research on an assigned or self-selected topic. Students will interpret information presented in graphs, tables, maps, diagrams. Students will use the card catalogue and available technological search engines. Students will use available technology to contact experts and authors when appropriate.	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will interpret information presented in graphs, tables, maps, diagrams. Students will use the card catalogue and/or available technological search engines.	Students will use multiple print and technological resources to gather information which addresses specific questions. Students will interpret information presented in graphs, tables, maps, diagrams. Student will use the card catalogue and available technological search engines.

5-8 English Language Arts Benchmarks

STRAND 3: LISTENING, SPEAKING AND VIEWING
CONTENT STANDARD 1: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles. **LSV.1.14 Use clear, concise language when speaking.**	Students will daily discuss in both formal and informal ways what they have read, seen on television, etc., or heard.	Students will daily converse with classmates about assigned or pleasure reading in various subject areas. Students will frequently make oral presentations to small groups or whole class about assigned or self-selected reading or viewing.	Students will make scripted formal presentations about materials read to small groups and whole class in a variety of content areas.	Students will make planned formal presentations based on notes or memory to a small group and whole class in a variety of content areas.
LSV.1.2. Expand content-specific and personal vocabularies in listening and speaking.	Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences.	Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences.	Students will distinguish differences in denotation and connotation of personal vocabulary and vocabulary in content-specific areas.	Students will demonstrate understanding of denotation and connotation in informal and formal listening and speaking experiences in all content areas.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.3. Comprehend oral instructions. **LSV.1.4. Give and follow directions.** **LSV.1.14 Use clear, concise language when speaking.**	Students will demonstrate comprehension of spoken instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to create directions for specific learning/activities.	With increased complexity, students will demonstrate comprehension of spoken instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to create directions for specific learning/activities.	Students will demonstrate comprehension of spoken instruction. Students will apply analysis and logic as they respond to tasks/assignments. Students will apply analysis and logic to create directions for specific learning/activities in cooperative and small group situations.	With increased complexity, students will interpret oral instructions and demonstrate comprehension of spoken instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will give and follow directions to accomplish a group goal.
LSV.1.5. Listen and contribute to discussions. **LSV.1.I4. Use clear, concise language when speaking.**	Students will practice accepted protocol for group discussion--attentive listening and speaking in turn and responding and asking questions relevant to the content and setting. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas.	Students will generate and contribute to small group and whole class discussions. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas.	Students will generate and contribute to small group and whole class discussions to achieve a group goal. Students will provide supportive verbal and nonverbal cues to participants in a discussion to achieve a group goal.	With greater complexity, students will generate and contribute to small group and whole class discussions to achieve a group goal. Students will provide supportive verbal and nonverbal cues to participants in a discussion to achieve a group goal.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.6. Analyze and evaluate what is heard. **LSV.1.10. Recognize propaganda, bias and censorship.** **LSV.1.14. Use clear, concise language when speaking.**	Students will listen to individuals, speakers, performances, news and entertainment sources, etc. Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.	Students will listen to individuals, speakers, performances, news and entertainment sources, etc. Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.	Students will listen to individuals, speakers, performances, news and entertainment sources, etc. Students will identify audience and purpose in a variety of media and analyze for propaganda, bias, and censorship. Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.	Students will classify examples of propaganda, bias, and censorship in a variety of media and in literature.
LSV.1.7. Summarize and paraphrase what others have said. **LSV.1.14. Use clear, concise language when speaking.**	Students will demonstrate an understanding of spoken language by retelling information.	Students will demonstrate ability to paraphrase by restating spoken passages of various lengths. Students will demonstrate ability to summarize by selecting and ordering significant information related to a central idea or event.	Students will demonstrate ability to paraphrase by restating what was seen or heard in a variety of media. Students will demonstrate ability to summarize significant information from a variety of media.	Students will demonstrate ability to paraphrase by restating what was seen or heard in a variety of media. Students will demonstrate ability to summarize significant information from a variety of media.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.8. Read orally with meaning and expression.	Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc.	Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc.	Students will demonstrate ability to read with expression appropriate to content based on identification of audience and purpose in a variety of genres.	Students will demonstrate ability to read with expression appropriate to content based on identification of audience and purpose in a variety of genres.
LSV.1.9. Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.	Students will choose a topic or theme and will develop a visual presentation to convey a message.	Students will present an individual or group visual project that purposefully communicates a specific student- or teacher-directed message to a targeted audience.	Using an expanded variety of media, students will create and present a visual project as a group that purposefully communicates a specific student-, group-, or teacher-directed message to a targeted audience.	Using an expanded variety of media, students will create and present a visual project as a group that purposefully communicates a specific student-, group-, or teacher-directed message to a targeted audience.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.11. **Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.** **LSV.1.15.** **Exhibit effective use of body and voice.**	Students will demonstrate the ability to speak before a group in both a prepared and an impromptu setting. Students will exhibit awareness of cultural diversity in body language and voice inflections. Students will use appropriate body language to communicate mood, attitude, needs, and information. Students will demonstrate appropriate stage presence such as posture, appearance, gestures, facial expressions and eye contact.	Students will have multiple opportunities to prepare and make presentations before large and small groups in both formal and informal settings.	Students will have specific formal opportunities to express and defend an opinion, present information, tell a story, and share a visual display in appropriate content areas. Students will demonstrate a range of appropriate vocal qualities and gestures to communicate effectively.	Students will have specific formal opportunities to express and defend an opinion, present information, and share a visual display in all content areas. Students will demonstrate a range of appropriate vocal qualities and gestures to communicate effectively.
LSV.1.12. **Conduct an interview.**	Students will demonstrate speaking and listening skills using prepared questions to gather information from another person.	Students will demonstrate the ability to initiate questions and conduct an interview.	Students will conduct an interview to acquire information needed for a specific purpose in a variety of content areas.	Students will conduct an interview to acquire information needed for a specific purpose in a variety of content areas.

5-8 English Language Arts Benchmarks

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
LSV.1.13. **Make and respond to introductions.**	Students will demonstrate the ability to greet and present classroom visitors to others. Students will respond appropriately and courteously when being introduced. Students will make proper introductions at the appropriate time.	Students will demonstrate the ability to greet and present classroom visitors to others. Students will respond appropriately and courteously when being introduced. Students will make proper introductions at the appropriate time.	Students will practice formal introductions in a wide range of situations. Students will practice formal responses to introductions.	Students will practice formal introductions in a wide range of situations. Students will practice formal responses to introductions.
LSV.1.15. **Exhibit effective use of body and voice.**			Students will use body language appropriate for a specific audience and purpose in formal and informal situations. Students will demonstrate appropriate vocal qualities for a specific audience and purpose in formal and informal situations.	Students will use body language appropriate for a specific audience and purpose in formal and informal situations. Students will demonstrate appropriate vocal qualities for a specific audience and purpose in formal and informal situations.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").